

THE GEORGE WASHINGTON UNIVERSITY

Washington, D. C.

Minutes - The Faculty Senate

Regular Meeting, Friday, January 15, 1971

Faculty Conference Room, sixth floor of the Library

Minute 1 Upon being advised by the Secretary that a quorum was present, President Elliott called the meeting to order at 2:10 p.m.

Minute 2 Professor LeBlanc moved, and it was seconded, to delete the phrase "brief but brilliant" from Minute 2 of the December 11, 1970, minutes. After a brief discussion the motion was defeated. The minutes were then approved as distributed.

Minute 3 Professor Perros, seconded by Professor Fox, moved the adoption of A RESOLUTION CONCERNING THE MODIFIED SEMESTER PLAN (70/7). After discussion by Professor Perros, Professor Reesing moved to amend the third clause in the Preamble to read

"Whereas, financial assistance would accrue to the student if the Fall Semester terminated prior to the Christmas recess since occasion for a return to home between final examinations and spring registration would be avoided; and"

and the fourth Preamble clause to read

"Whereas, the termination of the Fall Semester prior to the Christmas recess would enable students to engage in gainful employment free from the pressure of preparing for final examinations, and such employment may help the student meet his rising costs in education; therefore".

Professor Perros and Professor Fox accepted the amendments.

After discussion by Professors LeBlanc, Perros, Kurtz, Registrar Houser, Dean Cole, Professor Cloutier, Graduate Student William T. Phillips, Professors Griffith and Morgan, Vice President Bright, Professors Kirsch, Robinson, Fox and Wood, Student Douglas Kaplan, Professors Highfill, Sharkey, and Rashid, Professor Kurtz, seconded by Professor Cloutier, moved that registration be on the Wednesday, Thursday and Friday before Labor Day, and that the Spring Semester end a week later.

After discussion by Professors Schlagel, Kurtz, Morgan, Griffith, Stevens, Perros, Rashid, Schmidt, and Brewer, Professor Robinson, seconded by Professor Stevens, moved the previous question on the amendment and the amendment was lost by a vote of 13 to 5.

At this point President Elliott relinquished the Chair to Vice President Bright. The Chairman recognized President Elliott who presented the following statement:

I followed Professor Wood's principle* as long as I could and must observe there are a few things that have not been said I would like to say or to have heard said, and I know that in speaking either for or against this motion I am changing the position which I held three years ago. You may recall that we had a report on the calendar three years ago before the then University Senate and I took the position then, which I did with conviction, that it really didn't matter to me as President which way the proposal went because I didn't think it would have either long-range or short-term effects on the institution or on the particular responsibilities of the administration.

At the present time higher education has before it a report of the Carnegie Commission on "reorganization of higher education" released about a month ago, and highly publicized by the press. The New York Times devoted about a page and a half to its contents. Many publications have carried it since that time. Some of the major recommendations were as follows: that higher education badly needs reorganization; that the undergraduate four years ought to be compressed into three years; that quality ought to be the mark of higher education rather than quantity; and then a few references were made to accrediting associations and other groups of that kind with which I have a particularly close affinity!

The basis for many of their recommendations was that higher education is poorly organized; that the first two years duplicate to a considerable extent the upper levels of high schools and preparatory schools; that students coming into the colleges today at the freshman level are not only more sophisticated socially and more mature physically and mentally, but that they are more advanced academically; that their general knowledge of the world and its problems is far beyond that of 25 or 30 years ago; and that if we in higher education would respond in a more concerted fashion to the academic challenges which they present to us we would in turn be doing for them, the country and the world a better job than we are now doing. I happen to believe a great deal of what these recommendations are based on--much of it is true.

Also, I see developing considerable criticism of the ways in which we are pursuing professional and graduate education. The Commissioner of New York State, with the full support of the most distinguished public body in this country--namely the New York State Board of Regents--fully behind him, has recently proposed that New York State broaden its entire base of higher education, particularly professional and graduate programs, in order that the formal bench marks be less important than the substance of what a student, whether he be a young student or a middle-age student or even an older student, presents in the way of intellectual and academic equipment for entry to a program. And so we have had proposed in the State of

* "If you keep quiet long enough everything you wish to say will be said."

New York an external degree, one which would be awarded on the basis of examination, on the basis of individual study, on the basis of weekend conferences and seminars for those who are engaged in work and other things and can't devote full time to graduate and professional studies.

What I am leading up to is obvious--that in education more formal organizations of the past are being challenged by the most respected academic authorities of today on their matters of form rather than substance, and that the sooner we recognize that the substance of higher education is the test of whether or not we award degrees, and other types of recognition, the closer we will be to responding to the more important needs of our society.

This may be a long way around the barn to get to the point before us today, but I think it leads there. I think this Modified Semester as proposed by the committee is entirely sound. I think it would put one additional burden on the faculty member and that is to prepare and then to grade more carefully and therefore to weigh a bit more seriously what he uses in terms of determining the achievement of the student. These may be a series of examinations through the semester, or they may be papers, or they may be the final examination, but it does place on the professor the burden, perhaps sharpened a bit, of determining the quality of work the student does rather than the number of class sessions, etc., which will in some measure be a part of the total evaluation. And secondly, and this is the most important part of it, I think it places on the student a more direct responsibility for living up to the objectives of the course and for meeting those objectives, and says to him in a more direct way, "What you do in this academic program is more your responsibility than ever before, because in this more concentrated fall semester you probably won't have as much time to procrastinate and then recover from that procrastination during the holiday and the reading period for the final exam as you had before." And this is in recognition of something else that has been happening in recent years, and that is that the institution is departing from, I think very appropriately, the in loco parentis role and this carries into academic matters as well as personal living of the student. What we are doing, I think, in considering this proposal, and what other institutions have done in adopting this kind of a semester, is borrowing from European higher education some of the strength of that higher education without borrowing its weaknesses. I believe that higher education in the United States is headed for some adaptation of the European system of more emphasis on those entry points and exit points--namely examinations and barriers of that kind--than on the day-to-day, lecture-by-lecture, week-by-week personal advising and lengthy tutorial relationships which we have followed in American higher education for years. I would even go so far as to predict if the modification suggested by the committee today is not approved now we will be at the same task a year from now, and a year from now more institutions will have made the decision--will have made the break.

I had some visitors during the holidays from an Ivy League institution which has been on the plan for the second year, and this institution was able to close down between Christmas and the New Year for four days as a direct result of the needs of two or three offices on the campus just to get caught up on the paperwork. One was the data processing center. I don't know whether the registrar was there, but only two or three offices were kept open during that period.

Mr. Chairman, with that I should certainly withdraw and, as I must, apologize for speaking at this point. These are the matters which influence the kind of proposal you have before you and these are the ways, as I see them from my sheltered point of view. Others may see them quite differently.

After further discussion by Professors Wood Sharkey, Fox, Rashid and Allen, Professor Robinson, seconded by Professor Stevens, called the question. The question was put and the Chairman ruled that the motion had carried. Professor Robinson asked for a division. The count was 12 in favor, 9 opposed, and the Chairman ruled the motion had carried.

Professor Griffith asked whether the Registrar understood and agreed that the due-date for grades might be moved "a couple of days." Vice President Bright said that he would work with the Registrar to this end.

Copy of the 1971-1972 University Calendar is attached.

- Minute 4 Professor Robinson moved the adoption of A RESOLUTION CONCERNING THE UNIVERSITY REPRESENTATIVE TO THE JUDICIAL SYSTEM (70/8). Professor Wood made the point of order that Section 601.2 of Part 1 of the Park Report adopted by the Faculty Senate at the December 11, 1971, meeting specified: "Prior to amendments to this Resolution, the Faculty Senate shall consult with the Committee on the Judicial System and the Joint Student-Faculty Committee on Student Affairs, its successor or equivalent." Professor Wood pledged that he would move reconsideration of 70/8 if the Joint Committee had any objection inasmuch as the Joint Committee had not been consulted prior to the introduction of 70/8.

Professor LeBlanc, Co-chairman of the Joint Committee, said that he saw no reason not to proceed with the business at hand. The Joint Committee could later consider the matter and make its views known to the President.

The question was called and Resolution 70/8 was adopted.

- Minute 5a Professor Stevens, on behalf of the Executive Committee, recommended the following nominees for the Committee on the Judicial System:

Charles B. Nutting, Professor of Law, Chairman
James H. Coberly, Professor of American Literature
Lilien F. Hamilton, Assistant Professor of Art
Nicholas Kyriakopoulos, Associate Professor of Engineering
Robert E. Park, Professor of Law

There were no additional nominations and the list was approved for forwarding to the President.

- 5b Professor Stevens, on behalf of the Executive Committee, recommended the following nominees for the Student-Faculty Committee on Appeals:

Elyce Z. Ferster, Professor of Law

Astere E. Claeysens, Jr., Associate Professor of English

Donald Gross, Associate Professor of Engineering and Applied Science

Norayr K. Khatcheressian, Assistant Professor of Physics

Stefan O. Schiff, Associate Professor of Zoology

Lois K. G. Schwoerer, Associate Professor of History

There were no additional nominations and the slate was adopted for forwarding to the President.

- Minute 6 Professor Griffith said that, because this was his last meeting with the Senate and because Resolution 70/6 had been removed from the agenda for this meeting, he wished to present his views for the consideration of the Senate.

- 1) 70/6 would abolish the Joint Committee if passed without amendment. This would have the net effect of going back on the work of last year's Senate which had achieved a faculty-student body for consultation on student affairs.
- 2) Failure to provide student membership on the committees would make the Senate less effective than it might otherwise be.
- 3) Reduction of the number of committees to only five would make the Senate less effective because it would overload some of the committees and increase the failure rate of the Senate. Such a reduction would permit three members of the Executive Committee and perhaps three other chairmen to exert an undue amount of control in the Senate. Professor Griffith cited as an example the adoption by last year's Senate of the proposal for tuition benefits, Resolution 69/13. He asserted that the proposal had run into difficulty partly because the Senate did not look at the overall problems of the budget.

President Elliott reported that the Executive Committee of the Board of Trustees considered Resolution 69/13 at its December 14, 1970, meeting but failed to pass the resolution. The net effect of this action was a rejection of the request for the benefit. The President said that he had made clear before that meeting to Professors Morgan and Stevens who spoke on behalf of the faculty that he would oppose the recommendation on two grounds, 1) the financial state of the University, and 2) the inequity of the benefit. The President concluded with the observation that he hoped his interest in the welfare of the faculty had been demonstrated and would

continue to be demonstrated in other ways.

Professor Morgan said that the President did indeed oppose quite candidly, as he had warned he would, the adoption of the recommendation. Professor Morgan asked that note be taken that the President had pointed out he had continued his opposition after Professor Stevens and Professor Morgan had left the meeting of the Executive Committee of the Board. Professor Morgan observed that this gave rise to the question of whether we might consider the need for fuller representation of the faculty on the Board of Trustees.

Professor Stevens moved, and it was unanimously seconded, that Mr. Robert Rosenfeld be congratulated by the Faculty Senate on having won a Rhodes Scholarship, also that Professor Griffith be extended thanks for his great contribution to the implementation of the scholarship program at George Washington. The resolution was adopted unanimously.

President Elliott extended the thanks of the University to Professor Griffith for his work in the Senate and wished him a rewarding and relaxing sabbatical.

Minute 7 The Chairman adjourned the meeting at 4:55 p.m.

Frederick R. Houser
Frederick R. Houser
Secretary

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

The Faculty Senate

January 7, 1971

The Faculty Senate will meet on Friday, January 15, 1971, at 2:10 p.m., in the Faculty Conference Room on the sixth floor of the Library.

Agenda

- 1) Call to order
- 2) Minutes of the Regular Meeting of December 11, 1970
- 3) Report from the Educational Policy Committee on the Modified Semester Plan and A RESOLUTION CONCERNING THE MODIFIED SEMESTER PLAN (70/7). Copy of the resolution is attached; copy of the report is being distributed at this time to Senate members only.
- 4) A RESOLUTION CONCERNING THE UNIVERSITY REPRESENTATIVE TO THE JUDICIAL SYSTEM (70/8) (attached)
- 5) a) Nominations to the President for the Committee on the Judicial System:
Charles B. Nutting, Professor of Law, Chairman
James H. Coberly, Professor of American Literature
Lilien F. Hamilton, Assistant Professor of Art
Nicholas Kyriakopoulos, Associate Professor of Engineering
Robert E. Park, Professor of Law
b) Nominations to the President for the Student-Faculty Committee on Appeals
- 6) Brief Statements
- 7) Adjournment

Frederick R. Houser
Frederick R. Houser
Secretary

A RESOLUTION CONCERNING THE MODIFIED SEMESTER PLAN (70/7)

- Whereas, academic cooperation with the Consortium Universities is facilitated by the adoption of a schedule similar to that of American, Catholic and Georgetown; and
- Whereas, the hiatus between formal classes and final examinations, as much as a month in some instances, is of questionable academic value; and
- Whereas, ~~a financial assist~~^{assistance} would accrue to the student if the Fall Semester terminated prior to the Christmas recess ^{occasion for} ~~since a return to home~~^{examinations} between final~~s~~ and spring registration would be avoided; and
- Whereas, the termination of the Fall Semester prior to the Christmas recess would enable students to engage in gainful employment ^{free from} ~~without the~~ examinations, and such employment may help pressure of preparing for final~~s~~, ~~a positive step in helping the~~ student meet his rising costs in education; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That the Modified Semester Plan be adopted as set forth in the attached report.

(Because of accreditation considerations, the Schools of Law and Medicine are excluded from participation in this schedule.)

Educational Policy Committee

January 5, 1971

Passed as amended January 15, 1971

Below is the 1971-1972 University Calendar as recommended by the Faculty Senate and approved by the President.

1971-1972 University Calendar
As it will appear under the Modified Semester System

1971	SUN	MON	TUE	WED	THU	FRI	SAT
	Sep 5	H6	7	8	Rg9	Rg10	Rg11
	12	*13	14	15	16	17	18
FALL	19	H20	H21	22	23	24	25
SEMESTER:	26	27	28	J29	30	Oct: 1	2
61 in-class	3	4	5	6	7	8	9
teaching days	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	Nov 1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	H25	H26	H27
	28	29	30	Dec 1	2	3	4
	5	6	7	8	9	**10	I11
	I12	E13	E14	E15	E16	E17	E18
	19	E20	E21	E22	23	24	H25
INTERSESSION	26	27	28	29	30	31	H-Jan 1
1972:	2	3	4	5	6	G7	8
	9	10	11	12	13	14	15
	16	17	18	19	Rg20	Rg21	Rg22
	23	*24	25	26	27	28	29
	30	31	Feb 1	2	3	4	5
	6	7	8	9	10	11	12
SPRING	13	14	15	16	17	18	19
SEMESTER:	20	H21	22	23	24	25	26
64 in-class	27	28	29	Mar 1	2	3	4
teaching days	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	V26	V27	V28	V29	J-V30	V31	V-Apr 1
	H2	3	4	5	J6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	**28	I29
	I30	I-May 1	I2	I3	E4	E5	E6
	7	E8	E9	E10	E11	E12	E13
	14	15	16	G17	18	19	20

* Classes begin
 ** Classes end
 Rg Registration
 H Holiday
 J Jewish Holiday
 I Interim
 E Exam Period
 V Vacation Period
 H Easter Sunday
 G Grades due in
 Registrars Office

# of In-class Teaching Days	Fall	Spring
Monday	12	12
Tuesday	12	13
Wednesday	13	13
Thursday	12	13
Friday	12	13
Interim	2	5
Exam Days	9	9

- | | |
|---------------------------------|------------------------------|
| 71. <i>Mon Jern</i> | 86. <i>Robert Milton</i> |
| 72. <i>Hank Schay</i> | 87. <i>Eduardo Ysern</i> |
| 73. <i>Lou Shankman</i> | 88. <i>George Hutchison</i> |
| 74. <i>Archie A. Adelman</i> | 89. <i>Richard Bouskin</i> |
| 75. <i>Richard Belluch, Jr.</i> | 90. <i>Neil Schulz</i> |
| 76. <i>Stanley Tropin</i> | 91. <i>Brace Akroni</i> |
| 77. <i>Scott Blin</i> | 92. <i>John Rosenthal</i> |
| 78. <i>Spencer A. Matthews</i> | 93. <i>Lawrence A. Dwyer</i> |
| 79. <i>Olen Ruel</i> | 94. <i>Jeff Schuy</i> |
| 80. <i>Herbert Sengold</i> | 95. <i>Sam Farson</i> |
| 81. <i>Arnold Castro</i> | 96. <i>Bruce Medner</i> |
| 82. <i>Robert Gilbert</i> | 97. <i>Mark Helfand</i> |
| 83. <i>Joseph Arango</i> | 98. <i>Joseph Schapiro</i> |
| 84. <i>Joel Albert</i> | 99. <i>Jim Hickel</i> |
| 85. <i>Ralph W. Kalish, Jr.</i> | 100. <i>Bong W. Kim</i> |

21. Gary Levine
22. Bradford Lewin
23. Mike Marshall
24. Richard C. Singer
25. Rafael Castro
26. Jim Weston
27. Steven Klein
28. Paul E. Gelberknecht
29. Clifford M. Rees
30. Chris Stark
31. Gary G. Cooper
32. Mark Layeroff
33. Rick Malachuk
34. Bill Toll
35. Lee Lazer
36. Allen R. Goldstone
37. David Hyman
38. Edward Wilson
39. Gus Pecht
40. Bruce Brozer
41. Mark Belman
42. Richard Keller
43. Chris Dinnari
44. Fred Treff
45. Gordon Heyman

46. Luke Allen
47. Steven Margolis
48. James Palmer
49. Marvin Rindert
50. Stuart Hoff
51. Stephen Brown
52. R.H. Hellman
53. Mark Dwyer
54. Barry Allen
55. Marc Schuler
56. Robert S. Fishman
57. Richard Dreyer
58. Lab D. Schaeffer
59. Mark D. Lieberman
60. Kenneth Hymans
61. David S. Ross
62. H. Fochman
63. Alan R. Kuma
64. Steph M. Conklin
65. Kenneth J. Sommer
66. Michael C. Howard
67. David J. Lewis
68. Charles Shapiro
69. Ronald B. Schur
70. Jay Kivity

File

Under the present system, fall semester exams are conducted after Christmas vacation. Thus, when a student returns from his Thanksgiving vacation, he need not be immediately concerned with final exams. Consequently, there is a strong tendency for his mind to dwell upon Christmas vacation instead of his studies. He can easily undergo what may be termed a "post-Thanksgiving slump." His enjoyment of Christmas vacation is then hampered by thoughts concerning his impending exams in January. When he arrives back at school, the student must spend time reviewing material that has faded from his memory during the two weeks of his vacation.

For these reasons, we the undersigned, who are residents of Mitchell Hall, feel that next year's fall semester final exams should take place before the Christmas vacation.

1. Jack Allen Khrantz
2. Sam Shapard
3. Tony Costa
4. Barry K. Filnikoff
5. Mark Crane
6. Bernard Ford
7. Meyer Stephen Lewin
8. Conrad Dondosky
9. Tim Parnath
10. Bruce Lizabeth

11. Daniel Hagan
12. Ray V. Dye
13. Lawrence Hume Harb
14. Chuck Fein
15. Alan Reiman
16. James Savarin
17. Charles Buhl
18. Barry Kaye
19. Larry Robert
20. Al Rosenburg

REVISED: REPORT OF THE COMMITTEE ON A MODIFIED SEMESTER

The report of the Student Committee on a Modified Semester (summary attached) was presented to the Senate Faculty last spring, and was referred to the Educational Policy Committee. After an in depth study the Committee recommends the adoption of a Modified Semester, based on the following principles.

Fall Semester:

1. Registration for the fall semester will be the Thursday, Friday and Saturday after Labor Day.
2. Classes for the fall semester will begin the Monday after registration.
3. Thanksgiving Thursday, Friday and Saturday will be observed as holidays.
4. The number of in-class teaching days will be 62-63 (with the exception of 61 for 1971).
5. The number of days between the last class meeting and the beginning of final exams will be 4-6 (the exception of 2-3 days in 1971 and 1976) with the professor or Department having the option of shortening the teaching schedule to include extra study days.
6. The exam period will consist of 9 days and end at least 3 days prior to Christmas Day.

Spring Semester:

1. Registration for the spring semester will start the third Thursday in January and will continue on Friday and Saturday.
2. Classes for the spring semester will begin the Monday after registration.
3. George Washington's Birthday will be observed as a holiday.
4. A one week spring vacation will be observed at Easter if it occurs at least three weeks before the end of classes; otherwise the vacation will be observed the ninth week of the semester.
5. The number of in-class teaching days will be 64.
6. The number of days between the last class meeting and the beginning of final exams will be 5.
7. The exam period will consist of 9 days.

Corrections of Summary:

Due to registration occurring after Labor Day, no change is necessary in the summer schedule.

Political Science Department was omitted from the original report as having a conflict involving National Faculty Conference.

1971-1972 UNIVERSITY CALENDAR
As It Would Appear Under The Modified Semester System

1971	SUN	MON	TUE	WED	THU	FRI	SAT
	Sep 5	H6	7	8	Rg9	Rg10	Rg11
	12	*13	14	15	16	17	18
FALL	19	H20	H21	22	23	24	25
SEMESTER:	26	27	28	J29	30	Oct: 1	2
61 in-class	3	4	5	6	7	8	9
teaching days	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	Nov 1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	H25	H26	H27
	28	29	30	Dec 1	2	3	4
	5	6	7	8	9	**10	I11
	I12	E13	E14	E15	E16	E17	E18
	19	E20	E21	E22	23	24	H25
INTERSESSION	26	27	28	29	30	31	H-Jan 1
1972:	2	3	4	G5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	Rg20	Rg21	Rg22
	23	*24	25	26	27	28	29
	30	31	Feb 1	2	3	4	5
	6	7	8	9	10	11	12
SPRING	13	14	15	16	17	18	19
SEMESTER:	20	H21	22	23	24	25	26
64 in-class	27	28	29	Mar 1	2	3	4
teaching days	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	V26	V27	V28	V29	J-V30	V31	V-Apr 1
	H2	3	4	5	J6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	**28	I29
	I30	I-May 1	I2	I3	E4	E5	E6
	7	E8	E9	E10	E11	E12	E13
	14	15	16	G17	18	19	20

* Classes begin
 ** Classes end
 Rg Registration
 H Holiday
 J Jewish Holiday
 I Interim
 E Exam Period
 V Vacation Period
 H Easter Sunday
 G Grades due in
 Registrars Office

# of In-class Teaching Days	Fall	Spring
Monday	12	12
Tuesday	12	13
Wednesday	13	13
Thursday	12	13
Friday	12	13
Interim	2	5
Exam Days	9	9

1972-1973 UNIVERSITY CALENDAR
As It Would Appear Under The Modified Semester System

1972	SUN	MON	TUE	WED	THU	FRI	SAT
	Sep 3	H4	5	6	Rg7	Rg8	J-Rg9
	10	*11	12	13	14	15	16
FALL	17	J18	19	20	21	22	23
SEMESTER:	24	25	26	27	28	29	30
62 in-class	Oct 1	2	3	4	5	6	7
teaching days	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	Nov 1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	H23	H24	H25
	26	27	28	29	30	Dec 1	2
	3	4	5	6	**7	I8	I9
	I10	I11	I12	E13	E14	E15	E16
	17	E18	E19	E20	E21	E22	23
	24	H25	26	27	28	29	30
INTERSESSION	31	H-Jan 1	2	3	4	5	6
1973:	7	8	9	10	11	12	13
	14	15	16	17	Rg18	Rg19	Rg20
	21	*22	23	24	25	26	27
SPRING	28	29	30	31	Feb 1	2	3
SEMESTER:	4	5	6	7	8	9	10
64 in-class	11	12	13	14	15	16	17
teaching days	18	H19	20	21	22	23	24
	25	26	27	28	Mar 1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	V18	V19	V20	V21	V22	V23	V24
	V25	26	27	28	29	30	31
	Apr 1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	J17	18	19	20	21
	H22	23	J24	25	26	**27	I28
	I29	I30	I-May 1	I2	E3	E4	E5
	6	E7	E8	E9	E10	E11	E12

* Classes begin
 ** Classes end
 Rg Registration
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 H Easter Sunday

# of In-class Teaching Days	Fall	Spring
Monday	13	12
Tuesday	13	13
Wednesday	13	13
Thursday	12	13
Friday	11	13
Interim	5	5
Exam Days	9	9

1973-1974 UNIVERSITY CALENDAR
As It Would Appear Under The Modified Semester System

1973	SUN	MON	TUE	WED	THU	FRI	SAT
	Sep 2	H3	4	5	Rg6	Rg7	Rg8
	9	*10	11	12	13	14	15
FALL	16	17	18	19	20	21	22
SEMESTER:	23	24	25	26	J27	J28	29
63 in-class	30	Oct 1	2	3	4	5	J6
teaching days	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	Nov 1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	H29	H30	H-Dec 1
	2	3	4	5	6	**7	18
	I9	I10	I11	I12	E13	E14	E15
	16	E17	E18	E19	E20	E21	E22
	23	24	H25	26	27	28	29
INTERSESSION	30	31	H-Jan 1	2	3	4	5
1974:	6	7	8	9	10	11	12
	13	14	15	16	Rg17	Rg18	Rg19
	20	*21	22	23	24	25	26
SPRING	27	28	29	30	31	Feb 1	2
SEMESTER:	3	4	5	6	7	8	9
64 in-class	10	11	12	13	14	15	16
teaching days	17	H18	19	20	21	22	23
	24	25	26	27	28	Mar 1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	V17	V18	V19	V20	V21	V22	V23
	V24	25	26	27	28	29	30
	31	Apr 1	2	3	4	5	6
	J7	8	9	10	11	12	13
	J-H14	15	16	17	18	19	20
	21	22	23	24	25	**26	I27
	I28	I29	I30	I-May 1	E2	E3	E4
	5	E6	E7	E8	E9	E10	E11

* Classes begin
 ** Classes end
 Rg Registration
 H Holiday
 J Jewish Holiday
 I Interim
 E Exam Day
 V Vacation Period
 H Easter Sunday

# of In-class Teaching Days	Fall	Spring
Monday	13	12
Tuesday	13	13
Wednesday	13	13
Thursday	13	13
Friday	13	13
Interim	5	5
Exam Days	9	9

1974-1975 UNIVERSITY CALENDAR
As It Would Appear Under The Modified Semester System

1974	SUN	MON	TUE	WED	THU	FRI	SAT
	Sep 1	H2	3	4	Rg5	Rg6	Rg7
	8	*9	10	11	12	13	14
FALL	15	16	J17	J18	19	20	21
SEMESTER:	22	23	24	25	J26	27	28
63 in-class	29	30	Oct 1	2	3	4	5
teaching days	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	Nov 1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	H28	H29	H30
	Dec 1	2	3	4	5	**6	17
	I8	I9	I10	I11	E12	E13	E14
	15	E16	E17	E18	E19	E20	E21
	22	23	24	H25	26	27	28
INTERSESSION	29	30	31 H-Jan	1	2	3	4
1975:	5	6	7	8	9	10	11
	12	13	14	15	Rg16	Rg17	Rg18
	19	*20	21	22	23	24	25
	26	27	28	29	30	31	Feb 1
	2	3	4	5	6	7	8
SPRING	9	10	11	12	13	14	15
SEMESTER:	16	H17	18	19	20	21	22
64 in-class	23	24	25	26	27	28	Mar 1
teaching days	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	V23	V24	V25	V26	J-V27	V28	V29
	H30	31	Apr 1	2	J3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	**25	I26
	I27	I28	I29	I30	E-May 1	E2	E3
	4	E5	E6	E7	E8	E9	E10

* Classes begin
 ** Classes end
 Rg Registration
 H Holiday
 J Jewish Holiday
 I Interim
 E Exam Period
 V Vacation Period
 H Easter Sunday

# of In-class Teaching Days	Fall	Spring
Monday	13	12
Tuesday	13	13
Wednesday	13	13
Thursday	12	13
Friday	12	13
Interim	5	5
Exam Days	9	9

1975-1976 UNIVERSITY CALENDAR
As It Would Appear Under The Modified Semester System

1975	SUN	MON	TUE	WED	THU	FRI	SAT
		H-Sep 1	2	3	Rg4	Rg5	J-Rg6
FALL	J7	*8	9	10	11	12	13
SEMESTER:	14	J15	16	17	18	19	20
63 in-class	21	22	23	24	25	26	27
teaching days	28	29	30	Oct 1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	Nov 1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	H27	H28	H29
	30	Dec 1	2	3	4	**5	I6
	I7	I8	I9	I10	E11	E12	E13
	14	E15	E16	E17	E18	E19	E20
	21	22	23	24	H25	26	27
INTERSESSION	28	29	30	31	H-Jan 1	2	3
1976:	4	5	6	7	8	9	10
	11	12	13	14	Rgl5	Rgl6	Rgl7
	18	*19	20	21	22	23	24
	25	26	27	28	29	30	31
	Feb 1	2	3	4	5	6	7
SPRING	8	9	10	11	12	13	14
SEMESTER:	15	H16	17	18	19	20	21
64 in-class	22	H23	24	25	26	27	28
teaching days	29	Mar 1	2	3	4	5	6
	7	8	9	10	11	12	13
	V14	V15	V16	V17	V18	V19	V20
	V21	22	23	24	25	26	27
	28	29	30	31	Apr 1	2	3
	4	5	6	7	8	9	10
	11	I2	13	14	J15	16	17
	H18	19	20	21	J22	**23	I24
	I25	I26	I27	I28	E29	E30	E-May 1
	2	E3	E4	E5	E6	E7	E8
	9	10	11	12	13	14	15

* Classes begin
 ** Classes end
 Rg Registration
 H Holiday
 J Jewish Holiday
 I Interim
 E Exam Period
 V Vacation Period
 H Easter Sunday

# of In-class Teaching Days	Fall	Spring
Monday	13	12
Tuesday	13	13
Wednesday	13	13
Thursday	12	13
Friday	12	13
Interim	5	5
Exam Days	9	9

1976-1977 UNIVERSITY CALENDAR
As It Would Appear Under The Modified Semester System

1976	SUN	MON	TUE	WED	THU	FRI	SAT
	Sep 5	H6	7	8	Rg9	Rg10	Rg11
	12	*13	14	15	16	17	18
FALL	19	20	21	22	23	24	J25
SEMESTER	J26	27	28	29	30	Oct 1	2
62 in-class	3	J4	5	6	7	8	9
teaching days	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	Nov 1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	H25	H26	H27
	28	29	30	Dec 1	2	3	4
	5	6	7	8	**9	I10	I11
	I12	E13	E14	E15	E16	E17	E18
	19	E20	E21	E22	23	24	H25
INTERSESSION	26	27	28	29	30	31	H-Jan 1
1977:	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	Rg 20	Rg 21	Rg 22
	23	* 24	25	26	27	28	29
	30	31	Feb 1	2	3	4	5
SPRING	6	7	8	9	10	11	12
SEMESTER	13	14	15	16	17	18	19
64 in-class	20	H21	22	23	24	25	26
teaching days	27	28	Mar 1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	Apr 1	2
	JV 3	V 4	V 5	V 6	V 7	V 8	V 9
	JH 10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	** 29	I 30
I-May 1	I 2	I 3	I 4	E 5	E 6	E 7	E 7
8	E 9	E 10	E 11	E 12	E 13	E 14	E 14

* Classes begin
 ** Classes end
 Rg Registration
 H Holiday
 J Jewish Holiday
 I Interim
 E Exam Period
 V Vacation Period
 H Easter Sunday

# of In-class Teaching Days	Fall	Spring
Monday	13	12
Tuesday	13	13
Wednesday	13	13
Thursday	12	13
Friday	11	13
Interim	3	5
Exam Days	9	9

SUMMARY: REPORT OF THE SUBCOMMITTEE ON MODIFIED SEMESTER

The Student Academic Subcommittee on Modified Semester was commissioned to investigate and formulate alternate structures for the academic year at the George Washington University. The Subcommittee undertook its work with several purposes in mind, these being to explore practicalities, possibilities, and desirabilities of a modified semester at this University.

The Library of the Department of Health, Education, and Welfare is purported to contain the most complete collection of college catalogues in the country. Therefore, it was through this library that the bulk of our research into the various types of calendar systems was done.

Out of the 1320 universities investigated, 1006 were found to employ the semester system with fall semester final examinations after the Christmas vacation; 336 were on the modified semester system; 317 on the quarter system; 161 on the trimester system.* Therefore, 1006 colleges have final examinations in January, while 814 have them prior to Christmas.

The Plan: (Designed to apply to all schools except those of law and medicine)

1. Fall semester final exams will end before Christmas vacation.
2. Registration for the fall semester will be the Thursday, Friday, and Saturday prior to Labor Day.
3. Classes for the fall semester will begin the Wednesday following Labor Day to allow one day for traveling time.
4. Thanksgiving Thursday, Friday, and Saturday will be observed as holidays.
5. The number of in-class teaching days per semester will vary from 63 to 66 days, depending on when Labor Day falls.
6. There will be a minimum of 5 days devoted to review before final exams (Sunday included) with each professor or Department having the option to shorten the teaching schedule to include extra review days.
7. The exam period will consist of a minimum of 9 days.
8. There are two alternatives for the spring semester calendar:
 - (a.) To begin in mid-January and end early in May (a modified semester system), or
 - (b.) To begin early in February and end late in May, using the month of January for optional independent study (a "4-1-4" system).
9. George Washington's birthday will be observed as a holiday.
10. A one week and one day spring recess will normally be observed at Easter, except when Easter falls late in April; then the third week in March will be spring recess with Good Friday and Easter Monday being holidays.

* It was sometimes difficult to decide whether a college employed the quarter or the trimester system. Consequently, the labels quarter and trimester are arbitrary and subject to error.

The Consortium of Washington Colleges

In order to understand the work of the Subcommittee, it is of primary importance to realize the value of the Consortium. The Subcommittee maintains that the combined educational resources of the Consortium, even at the undergraduate level, are of such significance that nothing must be done unilaterally by George Washington which would seriously upset the Consortium's functioning. It is therefore advantageous to construct a new calendar that does not differ significantly from those of other member schools. In general, this implies a calendar whose registration and last examinations' day coincide roughly within two weeks of other Consortium colleges. If this condition does not exist, students would have difficulty in receiving grades and credits so as to wisely choose their following semester's courses. Consequently, it is imperative to know what the calendars of other Consortium universities are at present.

American University began its modified semester system with the '69-'70 school year. The fall semester ran from September 8 to December 23; the month of January was used for optional independent study; the spring semester ran from February 2 to May 26. The same system will remain in effect for the '70-'71 school year.

Georgetown University had employed a calendar similar to George Washington's, with fall semester final examinations in January. This fall, however, it too will convert to a modified semester system. Fall semester classes will begin September 11, and the semester will end December 22. The spring semester will begin January 20 and end May 14.

Catholic University has recently approved its proposal for a modified semester which will begin September 1970. Fall semester will commence September 14 and run through December 22; spring semester will begin January 18 and run through May 7.

With September, 1970, the majority of Consortium Schools (Catholic, American, and Georgetown) will finish first semester examinations before Christmas vacation. Only Howard University will be employing a calendar similar to George Washington's. In their relationship with George Washington, American, Georgetown, and Catholic Universities together comprise 92% of the Consortium, while Howard University comprises only 8%. If the Consortium is to remain a viable element of our educational process, it is imperative that all member schools adopt calendars which roughly coincide.

The 1969-1970 Calendar

This year's calendar cut the number of in-class teaching days from approximately 71 per semester to 63 for the fall semester and 64 for the spring. It also extended the reading period to one week and the examination period to two weeks.

The strength of this new system lies in this longer reading-research-exam period. The weakness lies in the placement of this period for the fall semester. By having it occur after Christmas vacation, the possibility exists that the last class period for a given subject would occur in the middle of December, while the exam for that course would not be given until the middle of January, one month later.

Miscellaneous Considerations

In order to formulate a workable semester plan, the Subcommittee investigated the following problem areas:

1. Faculty Conferences

Numerous faculty members of The George Washington University are involved in National Conferences concerning their major field of study. These conferences are held in different cities at various times throughout the year. When such a conference would occur in late August or early September it would conflict with the beginning of the fall semester under the proposed modified semester system.

The Subcommittee found that conflicts existed in five departments, those of Chemistry, Geology, Physics, Psychology, and Sociology. While a modified semester might interfere with the faculty conferences of the Psychology and Sociology Departments, the Chairmen considered such a conflict to be of minor concern; the problems thereby caused are not insurmountable. The Geology Department has no national conference; yet its faculty members are usually engaged in field work in early September. Only in the Departments of Chemistry and Physics do such conferences present a problem. Approximately 25% of the Chemistry faculty and a variable number of the Physics faculty attend these meetings.

Since only three out of the forty-three departments consulted foresee difficulties with the fall semester beginning in early September, the problem of faculty conferences does not appear to be so serious as to hinder the implementation of a modified semester system.

2. Summer Sessions

With registration for the fall semester beginning in late August or early September under the proposed modified semester system, a problem arises if the summer sessions remain as they presently exist. There is the possibility that the last days of the second session would conflict with fall semester registration. Consequently, it becomes necessary to modify the summer calendar to permit a period of at least one week between the conclusion of the second session and fall semester registration. The Subcommittee has suggested several modifications in the present structure of the summer schedule. Discussions with many members of the faculty and administration found our fourth proposal to be the most acceptable.

The in-class teaching time for both sessions would be lengthened to 1 hour 30 minutes per day (instead of 1 hour 20 minutes per day as in the present system). The length of each session would then be four and one-half weeks, but the number or total class hours would remain the same.*

3. Transfer Students

If it is found preferable to begin the spring semester in mid-January, the problem of transfer students is not significant. According to the Office of Admissions, beginning the second semester at this time would only necessitate the admission of more students on a conditional basis.

* Courses normally offered for more than 1 hour 20 minutes per day would be extended accordingly.

4. Orientation

The Orientation Program for September, 1970, will begin during the fall registration period and will continue into the semester. Such a program would be applicable to the modified semester system.

Endorsements

A referendum concerning a modified semester system was placed before the student body three years ago, in April, 1967. At that time, 1176 voted for a modified semester, while 114 voted against it. A similar referendum was held during the Student Assembly elections on February 12 and 13, 1970. Out of the 1478 students voting in the election, 1410 voted on this issue. 209 favored the present system; 63 favored the 1968-69 calendar; 1138 favored the 4-1-4 plan.*

With two different student bodies overwhelmingly approving a calendar system in which fall semester final exams end before Christmas vacation, it is obvious that such an issue is not a transient one. Rather, it appears to be an issue which will continue until such a calendar is implemented by the University.

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Although the Subcommittee was unable to obtain the statistics regarding the number of schools which have converted to a calendar system in which fall examinations are concluded before Christmas vacation, the trend seems to be in this direction. Out of the 949 colleges investigated with similar status to that of George Washington's, 516 employ "the normal semester system," while 433 employ a system with fall examinations before Christmas. Although the latter figure is somewhat smaller than the former, it is nonetheless continually increasing. This trend is further evidenced by the three Consortium schools which have recently implemented a modified semester system.

The Consortium is of significant import to the educational process of the George Washington community. American, Catholic, and Georgetown Universities will employ a modified semester system as of September, 1970. To insure the Consortium's continual expansion, it is necessary for George Washington and Howard Universities to adopt a semester system similar to that of the other member schools.

The problems which will arise because of the change in the calendar system are to be expected. However, these problems are not insurmountable and can be alleviated through the various suggestions contained in the Subcommittee's report.

The Subcommittee has presented a feasible plan for a modified semester system within the present framework of this University. We are amenable to modifications in the specifics of our plan. OUR MAIN OBJECTIVE IS TO HAVE FALL SEMESTER FINAL EXAMINATIONS CONCLUDED PRIOR TO CHRISTMAS VACATION, thereby eliminating the inconvenient "lame duck" period which currently exists.

The Subcommittee advocates a modified semester system to be implemented by The George Washington University for the school year, 1971-1972.

Any questions or comments please call Doug Kaplan, Chairman. 521-4003

* At the time the 1970 referendum was held all Consortium Schools were starting their second semester in the beginning of February. In order to coordinate the calendars of the Consortium Schools, the 4-1-4 system was proposed rather than the modified semester system (see Page 1, #8).

A RESOLUTION CONCERNING THE UNIVERSITY
REPRESENTATIVE TO THE JUDICIAL SYSTEM (70/8)

- Whereas, the separation of functions of investigation and prosecution from the personnel services functions of the Office of the Vice President for Student Affairs is not essential to fairness and independence in either adjudicator or the University Representative; and
- Whereas, the Vice President for Student Affairs has indicated his preference for having the University Representative attached to his division; and
- Whereas, the Vice President for Student Affairs has indicated his awareness that the independence of the adjudicator from the influence of the University Representative should be preserved to assure an impartial hearing in those cases heard administratively; and
- Whereas, the three-year term adopted for the University Representative was included to encourage continuity in such office and not to remove the Representative from the supervision or discharge powers of the President of the University, such continuity being sufficiently assured by the administration's interest in its own efficiencies; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That the text of Section 209 of The George Washington University Judicial System for Non-Academic Student Discipline be stricken and the following language substituted:

The President of the University shall appoint to serve at his pleasure and for assignment to such administrative division as he thinks proper, a University Representative to be responsible for the investigation of complaints and the prosecution of charges before such bodies or officers as are otherwise provided in this disciplinary system, and to fulfill the duties described in Section 303 and such other duties as the President of the University requires. The University Representative will be a member of the bar experienced in litigation, but need not be a member of the bar of the District of Columbia. His representation of the University in these internal administrative proceedings and student disciplinary proceedings will be in the capacity of an administrative officer of the University and not as legal counsel.

Executive Committee of the Faculty Senate
January 5, 1971

Passed January 15, 1971

January 15, 1971

To Members of the Faculty Senate -

Supplementing Agenda of January 7, 1971, Item 5b -

Nominations to the President for the Student-Faculty Committee on Appeals:

Astere E. Claeysens, Jr., Associate Professor of English

Elyce Z. Ferster, Professor of Law

Donald Gross, Associate Professor of Engineering and Applied Science

Norayr K. Khatcheressian, Assistant Professor of Physics

Stefan O. Schiff, Associate Professor of Zoology

Lois K. G. Schwoerer, Associate Professor of History

Edwin L. Stevens

Chairman

Executive Committee